



Illinois Resource Center

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Teaching Writing to English Language Learners In 4th to 12th Grades

Illinois Resource Center
November 18, 2011
9:00 am. – 3:00 p.m.

AGENDA

- Strategies to generate interest and enthusiasm for writing
- Multiple ways to use Language Experience Approach
- 6 Traits of Writing, resources and examples
- Examples of sentence prompts and other differentiated writing tasks
- Scaffolding writing instruction: Gradual Release of Responsibility & other strategies
- Suggestions for extended-response answers
- Strategies for teaching sentence variety with analogies and visuals
- Resources for related professional development, materials and internet sites

Objectives:

- Engage students in activities that help lower anxiety about writing
- Apply Language Experience Approach with ELLs individually and in groups
- Teach writing skills in a meaningful context and in all disciplines.
- Use scaffolding strategies for Extended-Response and other writing tasks.
- Use the resources provided to enhance student writing

Jeanette Gordon
Education Specialist
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Additional Resources: www.netvouz.com/jgordon

www.esl-methods.wikispaces.com

(Don't request membership.)

Select: **Writing**, Graphic Organizers, Content & Language Objectives, and Vocabulary

ISBE Standards for English-as-a-New-Language Educators

STANDARD 1 – Content Knowledge

The competent ENL teacher has a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and creates learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity.

STANDARD 2 – Human Development

The competent ENL teacher understands how individuals grow, develop and learn and provides effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students.

STANDARD 3 – Diversity

The competent ENL teacher understands how students differ in their approaches to learning based on their cultural background and individual experiences and creates instructional opportunities that are adapted to diverse learners.

STANDARD 4 – Planning and Instruction

The competent ENL teacher understands instructional planning and designs instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals.

STANDARD 5 – Learning Environment

The competent ENL teacher understands the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning.

STANDARD 6 – Instructional Delivery

The competent ENL teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills in the learning of both content and languages

STANDARD 7 – Communications

The competent ENL teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

STANDARD 8 – Assessment

The competent ENL teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

STANDARD 9 – Collaborative Relationships

The competent ENL teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

STANDARD 10 – Reflection and Professional Growth

The competent ENL teacher is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.

STANDARD 11 – Professional Conduct and Leadership

The competent ENL teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language

ESL-Methods - Writing - Mozilla Firefox

File Edit View History Bookmarks Yahoo! Tools Help

ESL-Methods - Writing +

⬅ ➡ 🔍

http://esl-methods.wikispaces.com/Writing

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Add2Netvouz

My Netvouz

The Center: Resources ...

The Center: Resources ...

Timer Stopwatch - Onli...

ESL-Method

on many expanded tabs.

Resources for writing

[Constructed Response Called Extended Response in Illinois](#)

[Narrative](#)

[Summarizing Strategies](#)

[Compare and Contrast](#)

[Persuasive Writing](#)

[Students Writing Research](#)

[6 Traits of Writing and Writing Workshop](#)

Links for writing

[Summary Frames Forms and Paragraphs](#) [Ⓐ]This site by IL SD 214 provides language support that is helpful for ELLs.

[Writing Strategies for ELLs](#) [Ⓐ]These ELL specific strategies, resources and research on writing were collected by Colleen Col See the related links.

[Standards-based Writing for ELLs](#) [Ⓐ] This link includes some discussion of cultural differences in writing for different ethnic groups.

[Writing Across the Curriculum](#) [Ⓐ]R.A.F.T. Assignments [Ⓐ]Using Role, Audience, Format and Topic (RAFT) assignments in a great way to engage students in authentic writing and promote voice. Explore the interactive links for RAFT in various disciplines. See the sidebar for other Writing Fix resources.

[Jefferson County Schools Write On Resources](#) [Ⓐ]WOW, check out some of the resources for writing. See the **PowerPoint for teaching the HOOK** a writing instruction. See the **sentence starters**, the **Writing Across the Curriculum** (some better than others) and the **PowerPoint games** to practice skill

[Writing Fix: Home of Interactive Writing Prompts](#) [Ⓐ] Lessons, Ideas and Resources to "fix" educators who don't enjoy writing. Sponsored by the Northern Writing Proje

Teacher Applications of Writing Strategies: Required Clinical

Teaching Writing to ELLs



PowerPoint developed by
Jeanette Gordon
Gina Morgan

How can our students move from:



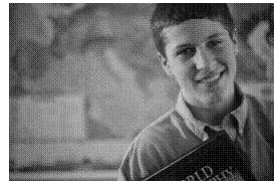
anxious and overwhelmed

to



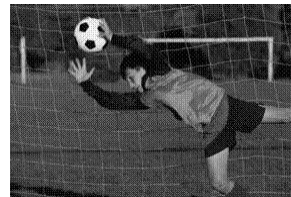
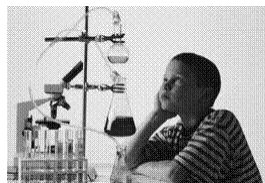
engaged and enthused?

LANGUAGE EXPERIENCE APPROACH



LEA is very helpful for teaching both reading and writing to ELLs.
Build literacy skills on what students can say.

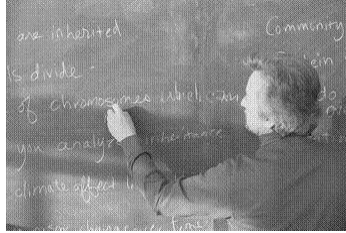
Build on student experiences.



- **Student(s) retell an experience or story.**

Purpose:

- Students **learn to read** from their own words.
- Known words, high interest, predictable text
- ***Modeling of writing can also be incorporated.***



The teacher, a parent, aide, or more knowledgeable student records what the student (or group of students) says.

Examples of ELL individual retelling based on pictures and modifications for group retelling if limited English skills.

Source: Whole Language Strategies for ESL Students

By Gail Heald-Taylor

1991; Dominie Press

Dictated Stories

A dictated story is an oral account of a real or imagined experience composed collaboratively by a group or individual. In the presence of the children the story is handwritten by the teacher onto a chart, acetate, or into a personal dictation booklet. The two main types of dictation are collaborative chart stories composed by a small group and individual dictation created completely by a single child. Youngsters learning English as a second language benefit from both types. In the beginning youngsters who speak little or no English will make limited oral contributions to the stories, necessitating the teacher to do much of the composing or paraphrasing. Gradually, however, as oral language develops, the students take more and more ownership for the composition and move confidently from collaborative dictation to individual dictation.

Teacher-Composed Chart Stories

General

Teacher-made chart stories may be necessary if none of the students can speak English. You may want to write a letter to the students to tell them what you will be doing for the day or develop a chart story to record the events of a week. The teacher may also develop charts that paraphrase the students' intended messages.

Implications for ESL Students

Teacher-composed chart stories are beneficial to ESL students because:

- the writing process is modelled for them
- students are introduced to new language structures
- new writing formats can be presented (letters, listings, poetry...)
- chart stories provide opportunities for ESL students to begin to

Sample as often taught.

Problems:

Why in caps?

Many errors.

No evidence of focus on important ideas.

See Language Experience Approach resources in www.netvouz.com/jgordon for suggestions.

MAKING MUSIC

THIS MORNING WE MAKE MUSIC. THE TEACHER SHE BRINGS A BOTTLE, RULERS, RUBBER BANDS, PENCILS, AND TUNING FORK. SHE PLACES RUBBER BAND AROUND RULER. THE PENCIL SHE PLACE UNDER RUBBER BAND TO MAKE TIGHT. WE ALL PLUCK RUBBER BAND. THE TEACHER SHE CALLED IT PITCH. THEN WE CHANGE THE RUBBER BAND. IT WAS THIN NOW. THE PITCH IS DIFFERENT. ANASTASIA SHE HOLDS DOWN THE BAND IN THE MIDDLE OF RULER. ANA MARIA PLUCK HALF OF RUBBER BAND. THE PITCH IS DIFFERENT. WE TALK ABOUT MUSIC, INSTRUMENTS OF OUR COUNTRY. MAKING MUSIC IS FUN.

LP/Making Music



Use LEA for multilevel related literacy tasks.

1. Reread and copy. Read on a tape.
2. Add new vocabulary to picture dictionary.
3. Match sentences to pictures.
4. Complete a cloze with word bank.
5. Sequence sentences.
6. Write your own account of the experience.
7. Write a related piece.
8. Use the modeling to write a similar piece about a different topic.

LANGUAGE EXPERIENCE APPROACH (LEA)

The Language Experience Approach (LEA) is an effective method to help promote literacy development. **The basic premise of the method is that an effective way to help students learn to read is through their own words.** Students relate an experience and a scribe (teacher, tutor, parent or more knowledgeable student) writes down what they say. The transcription is then used as a literacy source. For example, students retell group experiences such as a field trip, a science experiment, a story, or a project in which they all participated. Since LEA is based on personal experiences and are told by students, they provide highly meaningful and comprehensible reading materials. Applications of LEA can be used with many different kinds of activities and are applicable for all proficiency levels.

LANGUAGE EXPERIENCE APPROACH FOR BEGINNING ESL STUDENTS

The following are suggestions for ways to use LEA at the **individual** level for newcomers. Students need meaningful exposure to some comprehensible language prior to using LEA.

- LEA can be a follow-up activity for ESL beginners who participated in a Total Physical Response activity. They draw the activity and retell whatever they can. A scribe (teacher, volunteer, aide, tutor, or more knowledgeable student) records **exactly** what the student says, making no corrections. The scribe then reads whatever the student said. If ready, the student can read along during a rereading. These initial transcriptions may be only one or two words, but that is fine.
- A service provider uses visuals to introduce vocabulary within a context, draws a related experience and uses the picture to talk about it. For example, a tutor uses visuals to introduce vocabulary related to family, draws a picture of his/her own family, and then describes the picture. Students then draw their own pictures and tell whatever they can. Again the scribe records exactly what the student says and does the follow-up reading.
- After students understand the process, they draw pictures about experiences of their own choosing and do the follow-up retelling and reading.
- These transcriptions provide one very authentic record of oral language development for each student. Students date and keep them. At regular intervals representative transcriptions are selected and included in the student's portfolio.
- Through student drawings, service providers will gain information about student experiences and interests. They can then write related sentences and select related visuals and books with colorful pictures and simple text.

ADAPTING LEA FOR ENGLISH LANGUAGE LEARNERS

The **Language Experience Approach** is a common methodology used with all students to teach reading through oral language and writing. However, there are often problems when using LEA with nonnative speakers. These problems are often present to some extent even with native speakers. See the suggested modifications below.

Common Problems and Suggestions for Group-generated LEA

Lack of Student Involvement

In a multilevel class, such as a mainstream classroom, ESL students may not volunteer due to limited proficiency in English, increased anxiety in a new setting, and cultural customs. For all students, individual accountability and involvement is reduced when only one student at a time can suggest a sentence.

Suggested Modification

Increase individual accountability and involvement in the LEA activity through the use of cooperative learning groups. Students in teams of 4 collaborate on each sentence they would like to contribute to the story, rather than having individuals contribute ideas. Each member is individually accountable for contributing the team's sentence. The teacher indicates which team will suggest a sentence and calls a number. The team member with that number stands and says the sentence. At early stages of language development other team members may need to help out. A newcomer may be able to express an idea in the language that a teammate can share in English. The teacher will often call on more than one group before writing one of the sentences in the dictated story.

Errors in the LEA Dictation

Typically in the Language Experience Approach, the scribe records student language exactly as it is dictated. This is appropriate as a record of individual oral language development, but to teach reading can be problematic with second language learners. Unlike native speakers, students with limited language proficiency will often dictate sentences with critical errors that would not be appropriate either as a model for oral language or as a reading resource.

Suggested Modifications

- Although error correction is not suggested when using the LEA approach with native speakers, some correction is needed when using the strategy in a group setting with second language learners. The sentences generated by teams contain fewer errors than those suggested by students with the lowest English proficiency. In addition, team members also tend to help out the students who most need assistance when they are called on to share.
- As needed, the scribe can also unobtrusively make important corrections when writing the dictation. If a team member volunteers, "We goed to post office." The teacher might say, "Yes, that's right. We went to the post office," and write the sentence correctly. If another says, "We no have enough time," the teacher responds, "We surely didn't," and writes, "We didn't have enough time."
- Another option is to write a rough draft version and then combine student and teacher editing before students make a copy. This would be appropriate when students are ready to make corrections and can easily copy a longer selection.
- To promote more language and greater accuracy in ESL classes, it helps to have students first brainstorm the most interesting events, categorize and sequence them, participate in drawing the events, share or ask for needed vocabulary,

label pictures and copy related terms and phrases. Students participating in preview activities such as these have a list of related actions prior to the retelling. A focus on actions during a post office visit might include: went to the post office, bought a stamp, mailed a letter, talked to the clerk, filled out a change of address form, learned how to send a certified letter, saw postal workers sort mail, asked questions, and so forth. In addition to reducing errors, this preparation would also enable students to focus more on other writing strategies that promote effectiveness during the retelling.

Limited Reflection of Language Arts Standards

The student-generated reading may not reflect effective or culturally appropriate strategies for telling a story, retelling an event, or teaching others new learning based on a common experience. The organizational structure for writing different genre is not universal. Often there are marked differences between ways to structure different writing tasks across cultures, and second language learners need very explicit guidance in the conventions of this culture.

It is typically difficult to teach ESL students effective writing strategies through language arts resources designed for native speakers. In addition to the possibility of a different organizational structure than would be customary for a similar task in diverse cultures, the context may be unfamiliar, and the language incomprehensible. Even in an ESL class using materials designed for ESL students, there is often such a range of learners that it is difficult to find whole class writing instruction that is effective for all learners.

Suggested Modifications

Students tend to identify with LEA activities because they reflect their own experiences and are retold in their own words.

Consequently, as soon as students are developmentally ready, teachers can use this method to provide explicit guidance in writing within a meaningful and comprehensible context. Developmental readiness depends on multiple factors such as age, ESL fluency, literacy awareness, and low anxiety. Initially, it would be important for students to just feel comfortable suggesting sentences.

However, when teams collaborate on the sentence suggestions, rather than just individuals contributing ideas, explicit guidance can be incorporated much more quickly. Suggestions include:

- Encourage students to retell directions in the correct sequence.
- Provide transition words or phrases as prompts.
- Ask students to reread a sequence of directions and delete any sentences that are not critical.
- After teaching basic elements of plot (starting with a visual story that reflect those elements) use the elements to help focus student retelling of a story. For example, “Who was the main character and what was the character doing when the story began?” “What happened that caused a problem?” “How did the character solve the problem?”
- After students have been exposed to the concept of a big idea and supporting details, prompt them in a dictation. For example, students may collaborate in teams to state the main idea of a picture. They can then compare the sentences and collaborate as a class to come up with the best main idea sentence. Teams can suggest details that support the main idea. Students may be asked to eliminate any details that do not support the main idea and

classify and order the supporting details prior to incorporating them into the class LEA selection.

- When retelling a learning experience, students are asked to recall what they did in a main idea sentence. Then they are asked to state essential learning. “What is the big idea we learned?” “What did we do to learn that big idea?” “Are all the important details included?” “Is any sentence not needed?” “Can you think of a sentence that makes a good conclusion?”

Lack of Comprehension and Accuracy in the Literacy Tasks

If students are asked to read and copy the dictation only when the dictation is complete, many ESL students may not remember the meaning of all of the words. In addition, it is difficult for many younger students, not just ESL students, to attend closely to all of the details when copying a long selection. They may make numerous spelling and mechanical errors as well as lose the place.

Of course, copying would not be an appropriate follow-up activity if the students are not developmentally ready, either due to literacy readiness, fine motor readiness, or lack of ESL proficiency. It is very difficult for a student with limited proficiency to copy words and punctuation accurately, even when there is comprehension of the text. This is particularly true for students who are unfamiliar with the alphabet system or from whom the letter combinations are very dissimilar from the native language.

Suggested Modifications

When copying the transcription is developmentally appropriate yet still difficult for many students to do so with full comprehension or without multiple errors, the students can copy as the “teacher” writes and provides some of the following strategies.

- Reuse visuals to help promote comprehension.
- Write the transcription on an overhead transparency or use a computer projection rather than the board.
Advantages include increased eye contact with students, greater visibility if the screen is high enough and large enough, and enhanced student attention. Of course, computers greatly facilitate providing multilevel follow-up activities.
- Avoid cursive writing until all students know cursive.
- Remind students to indent as needed.
- Remind students to capitalize by writing capitals with a different color.
- Compare end punctuation marks to stoplights and add them in red.
- Ask students as a class to spell a word, thus providing a challenge to students who can easily copy while providing letter awareness to those that are just learning the letters.
- Write clearly and large enough for all to see. Making letter and word predictions in second language is very difficult.

Prepared by Jeanette Gordon, Illinois Resource Center

See additional suggestions below with a focus on younger learners by Lucia Morales

Ideas and Suggestions for Use of LEA

Lucía Morales, Illinois Resource Center (847) 803-3112

The following are some classroom activities that can be used to help develop literacy through personal experiences and dictation:

- student illustrated pictures
- students share “news” from home
- morning message: today’s date, several short messages/announcements related to the day
- predictions, procedures, results of a science experiment
- examining a picture/poster and discussing the characters, place, important objects, and actions represented in the picture
- math story problems
- retelling the events or important points of a story that has been read aloud (can be done with content area reading in social studies and science as well as with fiction)
- creating a story using a wordless picture book
- “how to” procedures in the classroom (e.g. procedures for checking out a book from the class library, for getting ready to go to recess or home, for playing a game, etc.)
- retelling events from a field trip or assembly
- steps followed for creating a project
- group letters thanking a parent for their help in the classroom

Language Experience Approach (LEA)

Extension Activities for Student Dictations

The activities are listed in the general order of difficulty. The first three would be appropriate for students who are developing literacy for the first time.

- **Word and/or letter “hunts”**(not to be confused with word searches and crossword puzzles): Teacher identifies word or letter (and sound) he/she would like students to recognize and asks students to find it in other locations of the chart story. Students circle, box in, underline, etc. words/letters that are the same.
- **Word matching:** Copy words on word cards and have students **match content words and/or function words** (prepositions, articles, nonconcrete verbs such as *is* and *will*) to words in the chart story.
- **Sentence matching:** Copy sentences and/or phrases that students dictated on sentence strips. Students **match sentence strips** to the chart story.

- **Word Banks:** Students **add words** they think they will need from the LEA text to a word box, plastic bag, or notebook.
- **Picture match:** Students match pictures to appropriate sentences.
- **Create a Class Book:** Assign a sentence from the chart story to each student and have him/her illustrate a picture for a class book.
- **Home Reading:** Make copies of the chart story for students to take home and read to family members. (Even if parents do not speak English, students will be motivated to tell them what the story is about.)
- **Penmanship:** Students copy the story/text and take it home to share with family members and/or for personal study.
- **Sentence sequencing:** Replicate sentences from the LEA transcript on sentence strips and mix up order. Students put the story/text back in order.
- **Sentence combining:** Replicate sentences from story on sentence strips. Cut sentences in half. Working in pairs, students **identify beginnings and ends of sentences**. They decide which strips go together to **form complete sentences** from the story.
- **Cloze exercises:** Omit every seventh word or strategically omit words from the original dictated text. Students use contextual clues to read and guess omitted words. (Use for fluency and to assess reading comprehension. A word bank can be provided, if needed.)
- **Rewrite or revise:** Students rewrite the story/text, using a word bank if needed or revise the story/text to demonstrate other alternatives or to improve the text as it was dictated.

Adapted from Margaret Moustafa and Joyce Penrose, The Reading Teacher, March 1985 by Lucia Morales and Jeanette Gordon, Illinois Resource Center

Note: This is an example of a Language Experience story that was dictated to a teacher who attended my workshop in 2008. She said she had been working with this special needs ELL student for three years trying to teach him to read. His progress was minimal and laborious until she used LEA. He was so excited about reading his own stories that he worked diligently, anxious to read them to everyone. The teacher said that using this strategy, he “turned the corner” on reading. He sent me several of his stories and gave me permission to share them with teachers.

The Day I Almost Died

by Tito

One day I was playing with my youngest sister, Chita and our friends at our friend Mira’s grandma’s house. One of my older sisters, Juana Gallos, came by on my dad’s horse by the stone wall where I was standing. She asked us if we wanted a ride. I said, sure. She told me to get on the back of the horse. My friends were still playing by the stone wall and Juana and I rode past the store and then the church. When Juana pulled the reigns to turn the horse around, the reigns broke. The horse got scared because the broken reign hit him and cut him. The horse started running really fast. Juana couldn’t stop him because the reigns were broken. She tried to pull his mane but he didn’t stop. The horse knew the way back to our house, so that’s where he was running. He was running so fast that I almost fell off, but I held on tightly to the saddle and so did my sister. Since I was falling down I wrapped legs around his belly. But that made the horse even madder and he ran even faster. When the horse got to our house, which is next to Mira’s grandma’s house, right near the stone wall, the horse reared back and Juana fell off and hit her head on the wall. I tried to grab the horse’s neck but I was so tired I couldn’t hold on and I fell off and hit my head too. I tried to get up but I fell back down

and didn't wake up until I was in Mira's uncle's truck on the way to the hospital. I could hear what they were saying but I couldn't get up or open my eyes. I thought I was dead!

When I could finally open my eyes, I saw that my shirt and my hands were all bloody. My mom was crying and holding me tight. When we got to the hospital the doctor was saying things but I couldn't understand. They took Juana to another room. They gave me an IV because I needed stitches. Then I fell asleep again. When I woke up I had to stay at the hospital for a long time. They needed to make sure that I was ok.

After almost two months, I couldn't stand being in the hospital any more. I just wanted to go back home. When I got back home, I was so proud. I started thinking how happy I was that I didn't die. I went into my room and looked at all my stuff. On my desk, there was a photo of my family and I was so glad that I would be able to see my dad again, who was living in America. Then went back to the stone wall and found two rocks that still had blood from Juana and I, when we fell. I took those rocks and buried them in the yard. Now, whenever I am mad or sad, I look at the place where I buried the rocks, and I remember that I could have died.

Group Writing Suggestions

- Practice in a group a writing task that was modeled with the whole class using cooperative structures, so all were involved during modeling.
- Select a writing task for the groups with a common frame of reference:
 - Summarizing learning
 - Retelling a familiar story from a different perspective
 - Describing a picture, familiar sequence, or process
- Each team should have a thesaurus and dictionary as well as a transparency for recording their “best” sentence(s) to share.

Group Directions

- Each team member writes an idea for the first sentence.
- Students share, discuss and decide on a sentence.
- Roundtable (take turns) to record each new sentence.
- The recorder can’t suggest ideas for that sentence. Team members discuss and reach consensus(voting if needed) on the next sentence, then dictate.
- Each time the paper is passed to the new recorder, students reread what they have written. It is OK for them to make revisions. (Skip lines to make revising easy.)
- The teacher circulates providing feedback and asking teams to record their best sentences on a transparency to share.
- If needed, the students can first generate a list of the words they will need, for example, past tense verbs.

Assessment Accommodations

- Starting in 2008, ELLs take ISAT or PSAE
- One ISAT Accommodation, if needed, for ELLs is that extended-response items can be dictated responses (in English) transcribed to standard answer document.
- For Day I ACT writing test, dictated response (in English transcribed to standard answer folder)
- See www.isbe.net and select related links

Write-on!



Suggestions
for creating a
climate for
writing:

- The special pencil or pen, an idea shared by Gina Morgan

Draw, Show and Tell



Example:

- Draw a place where you played as a child.
- Put X marks on the places where you have special memories.
- Choose one to tell your partner.
- Each share your story of the special incident. Ask clarification questions, as needed.

Follow Up: Use Process Writing Steps to write the story.

Close to My Heart



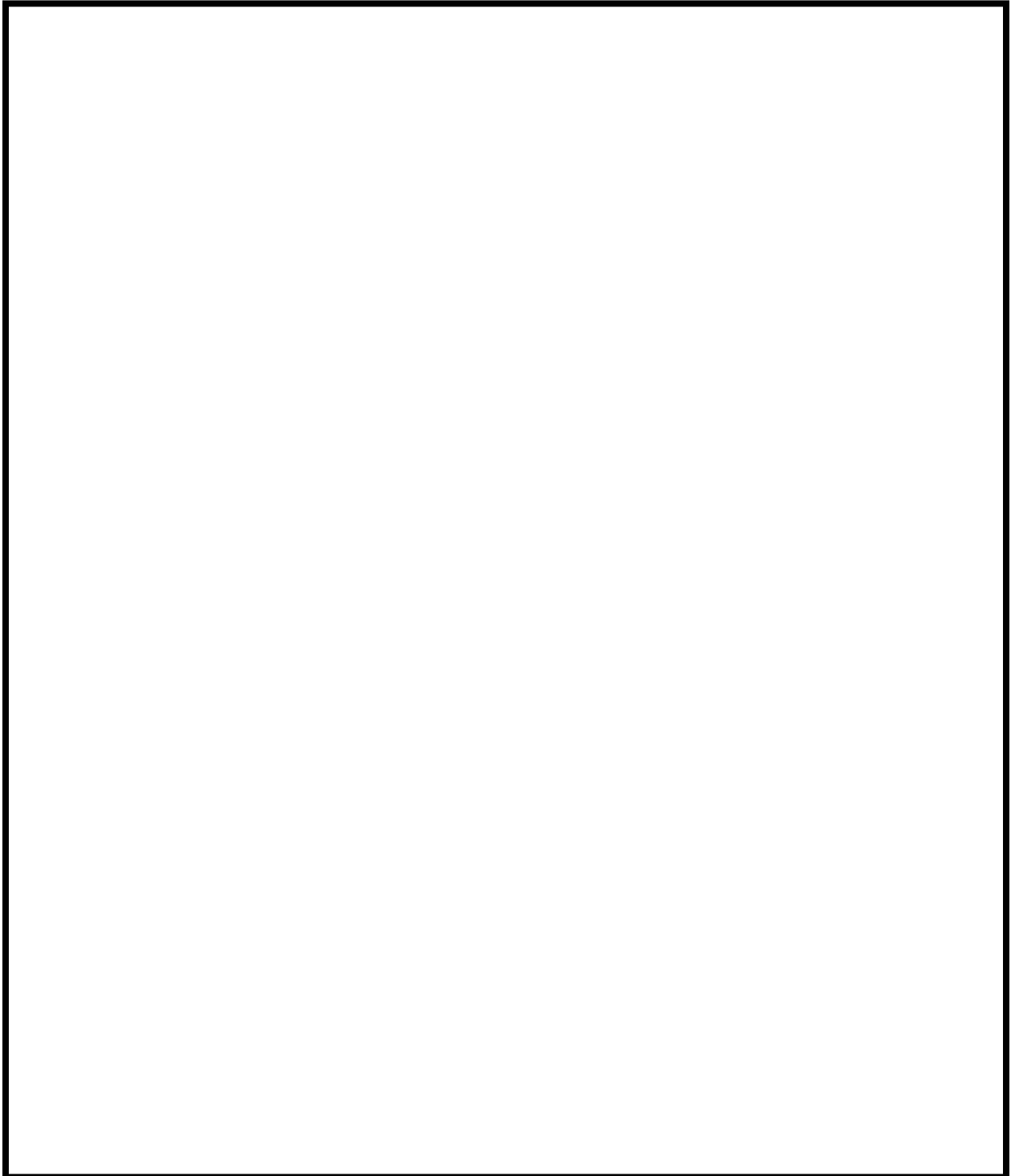
See the sample provided and discuss with a partner.

Idea shared by Gina Morgan

1. Students write words into their heart visuals of the people, places, and events that are special to them.
2. They share their hearts with a partner and discuss.
3. Keep the hearts in the binders as a prompt for writing ideas.

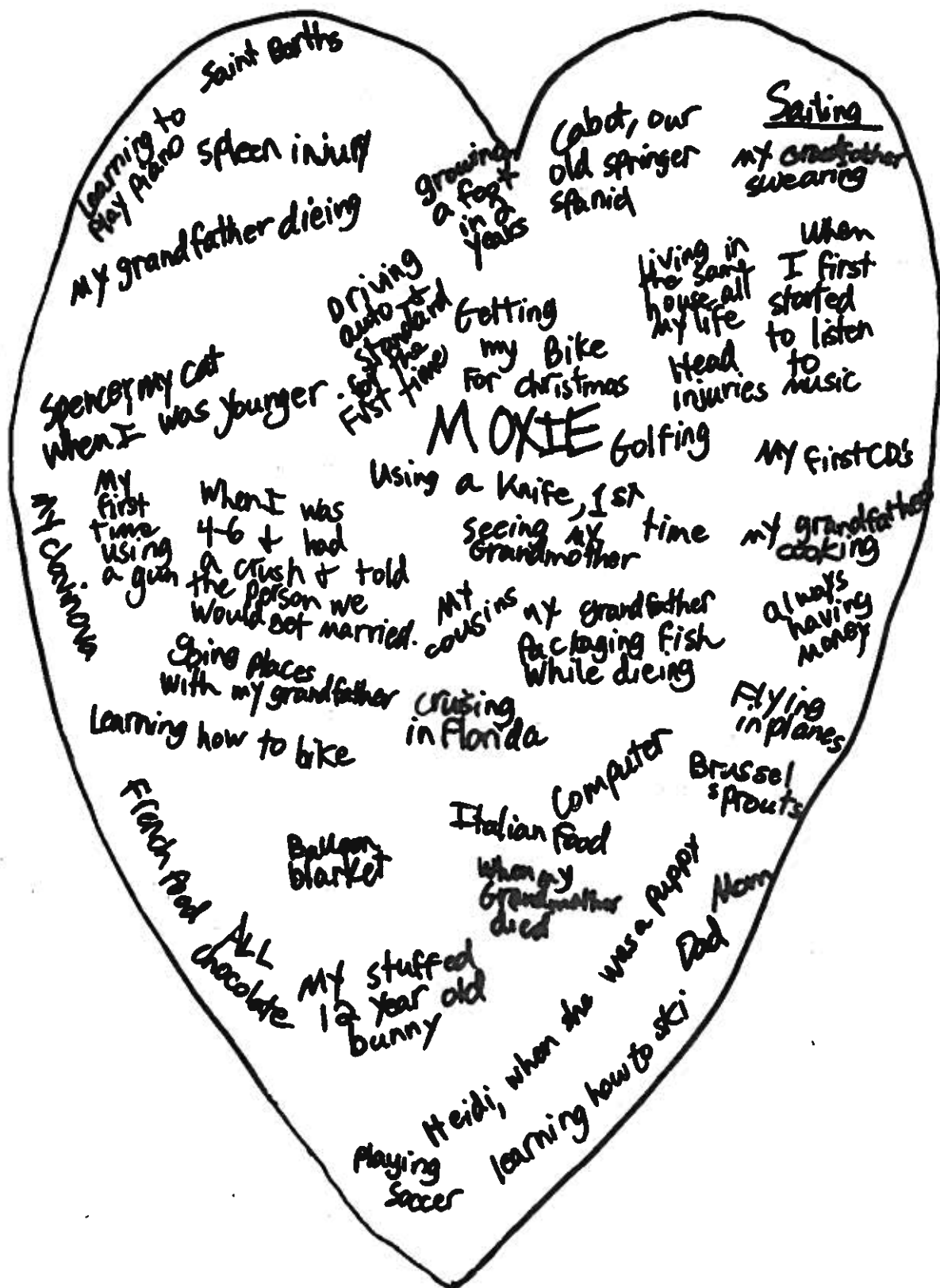
DRAW, SHOW AND TELL

DIRECTIONS: Draw a favorite place you played as a child. Put an **X** on each spot where you remember an interesting event. When time is called, turn to a partner and tell each other the story of **ONE** of the events. If you have time, ask each other for more details about that event.



PETER'S

My Heart map



Authentic, Real-world Writing

Student-made books. Examples:

- Picture book orientation to the school for ELL newcomers.
- Personal and cultural stories, **often in a dual language format**
(see [Native Language Resources in esl-methods.wikispaces.com](http://NativeLanguageResourcesin.esl-methods.wikispaces.com))
- Summaries of learning in illustrated books
- Historical fiction for younger students, and so forth
- See student publishing sites online
- Books on tape for other students.



Role Audience Format and Topic (RAFT) assignments

Search RAFT in www.netvouz.com/jgordon

- Student newspapers, blogs, WIKI sites
- Letters to: pen pals, service men & women, the elderly in nursing homes, veterans in hospitals, the homeless in shelters, the editor, city officials, state and national elected officials, authors, businesses, and so forth.
- Write: thank you notes, cards, shopping lists for identified purposes, directions, advertisements, memos, signs, posters, songs, chants, raps, dialogues, skits, and plays.
- Write reviews to literature at www.amazon.com
- Write persuasive essays, research, lab reports and other college-readiness tasks.



Dialogue Journals

1. Write and entry in a dialogue journal and trade with a partner.
2. Read your partner's "dialogue journal" entry" and write your response to the entry. If time, you may add other ideas.
3. When time is called, trade again and read.



Hmm, the assignment is to pass notes in class.

Modeling writing helps.

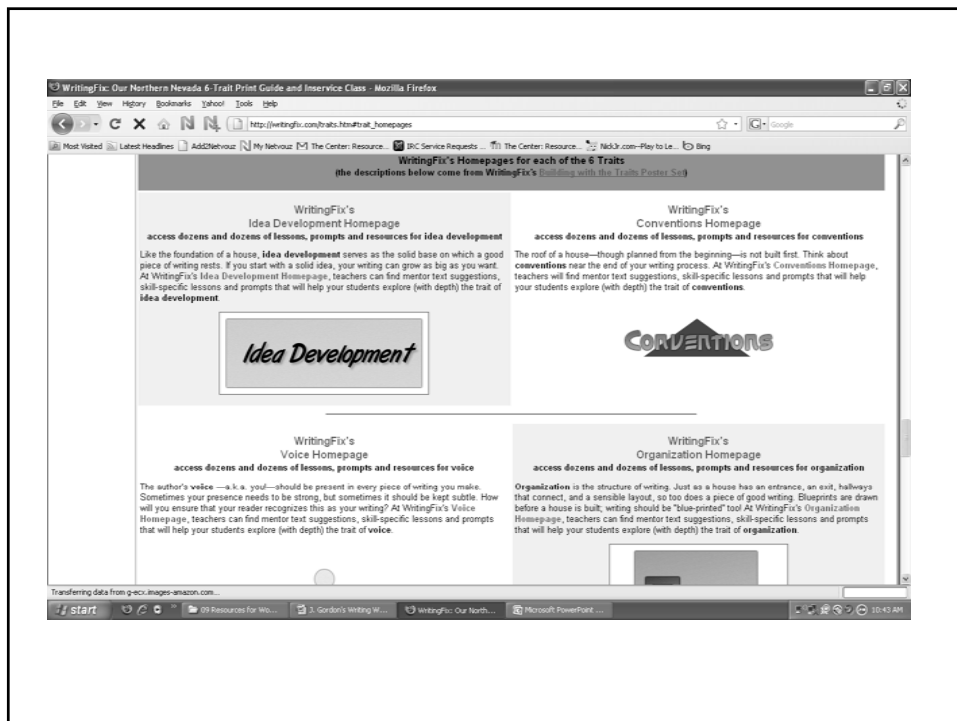
This example of modeling is from an art teacher, but it is a good example of **to more complex.**
from simple
scaffolding

First she modeled how to draw the human figure with stick figures. Then moved to more complex stick figures.

6 Writing Traits




1. Ideas
 2. Organization
 3. Word Choice
 4. Sentence Fluency
 5. Voice
 6. Conventions
- + Presentation





<http://www.netvouz.com/igordon> Search 6 traits



MESA PUBLIC SCHOOLS

Student Friendly 6+1 Traits™ Writing Rubric

	1	2	3	4	5	6
 Ideas	<ul style="list-style-type: none"> • I don't know what I want to say yet. • I don't have a main idea. • I don't have details. 	<ul style="list-style-type: none"> • I have a topic that is too big or one I don't know much about. • I think I have a main idea, but I'm not sure. • I only have a few details. 	<ul style="list-style-type: none"> • I stick to the topic most of the time. It might be better if the topic was smaller. • I think you can figure out my main idea. • I need to include more information in my details. 	<ul style="list-style-type: none"> • I understand the topic but could narrow it a little more. • I can tell what the main idea is all about. • I have some good details to explain the main idea. 	<ul style="list-style-type: none"> • I know a lot about my topic. • It's easy to tell the main idea. • I have great details to explain the main idea. 	<ul style="list-style-type: none"> • I am an expert on my topic. • The main idea is crystal clear. • I have details that are unusual and not everyone already knows.
 Organization	<ul style="list-style-type: none"> • I have ideas all jumbled up together. • I have no lead or conclusion. • Transitions—what are those? 	<ul style="list-style-type: none"> • I have ideas that go off in many directions. • I have a lead or conclusion, but it needs work. • I have a couple of transitions, but they don't connect ideas clearly. 	<ul style="list-style-type: none"> • I have ideas that are not always in order and are confusing. • I have a lead and conclusion, but they need work. • I have some transitions that connect ideas clearly. 	<ul style="list-style-type: none"> • Most ideas are in the right spot. • I have a lead and conclusion. • I have transitions that connect most ideas. 	<ul style="list-style-type: none"> • Every idea is in just the right place. • I have a lead that introduces the paper and a conclusion that wraps it up. • I have transitions that connect ideas smoothly. 	<ul style="list-style-type: none"> • Super organization makes my ideas clear. • My lead is a "Wow!" My conclusion is a "Wow!" • Everything connects. You never wonder how I got from beginning to end.
 Voice	<ul style="list-style-type: none"> • I wouldn't read this myself if I didn't have to. • I don't care if anyone reads this writing. 	<ul style="list-style-type: none"> • I think there could be a moment of voice here or there. • My audience? Well, who are they anyhow? 	<ul style="list-style-type: none"> • I have a tiny part of me in this writing. • I don't usually think about the audience. I just write. 	<ul style="list-style-type: none"> • I think it sounds like me in parts of this writing. • I match the audience with the purpose. 	<ul style="list-style-type: none"> • My voice is clear, and I think it sounds like me. • I work hard to make my writing interesting so it will stand out. 	<ul style="list-style-type: none"> • This is me. It's as individual as my fingerprints. • I am writing just for you—my reader.

	1	2	3	4	5	6
 Word Choice	<ul style="list-style-type: none"> I use words that do not seem to work. I use words I don't understand. I use the same words over and over. 	<ul style="list-style-type: none"> I use the first words that come to my mind. My words are sometimes confusing. My words do not paint a picture in the reader's mind. 	<ul style="list-style-type: none"> I think a lot of my words are ordinary and everyone uses them. Some of my verbs are not strong or lively. I have too many unneeded words, so there is no clear picture in the reader's mind. 	<ul style="list-style-type: none"> I use words that are clear and make sense. I have some strong verbs, adjectives, and adverbs. I still have some unneeded words or phrases to take out, but a picture is beginning to form in the reader's mind. 	<ul style="list-style-type: none"> I use words that are clear, make sense, and are interesting. I have strong verbs, sensory words, and precise nouns. My words do paint a picture in the reader's mind. 	<ul style="list-style-type: none"> I use powerful words that create a clear message. I have strong verbs, sensory words, precise nouns, and modifiers. My words paint a vivid picture in the reader's mind.
 Sentence Fluency	<ul style="list-style-type: none"> This is very hard to read aloud. I use mostly short, choppy sentences or long, rambling sentences. If I used dialogue, it does not make sense. 	<ul style="list-style-type: none"> This is a little hard to read aloud. I use some choppy sentences and run-on sentences. If I used dialogue, it doesn't sound like the way people talk. 	<ul style="list-style-type: none"> Choppy sentences slow the reader down. I use some variety in sentence beginnings and lengths. If I used dialogue, it sounds like the way people talk some of the time. 	<ul style="list-style-type: none"> The writing is easy to read aloud. I use a variety of sentence beginnings and lengths. If I used dialogue, it sounds like the way people talk most of the time. 	<ul style="list-style-type: none"> The writing is easy to read aloud with expression. I use a variety of sentence beginnings and lengths, so my writing flows smoothly and has bounce. If I used dialogue, it sounds like the way people talk and makes my writing stronger. 	<ul style="list-style-type: none"> The writing has an easy flow and rhythm. I use a variety of sentence beginnings and lengths, so my writing flows smoothly and has bounce. If I used dialogue, it sounds like the way people talk and makes my writing stronger.
 Conventions	<ul style="list-style-type: none"> I have so many errors it is impossible to understand my writing. 	<ul style="list-style-type: none"> I have so many errors it is difficult to understand my writing. I need to edit nearly every line. 	<ul style="list-style-type: none"> I have some errors, so it is difficult to understand my writing. Basics (e.g., periods, caps, simple spelling) are correct. I need to do a lot of editing. 	<ul style="list-style-type: none"> I have a few errors, but they don't make my writing difficult to understand. I use a variety of conventions correctly (semicolons, ellipses, dashes, italics, etc.) I need to do some editing. 	<ul style="list-style-type: none"> I use conventions correctly, so my writing is easy to understand. I use a variety of conventions to make an impression on the reader. I have a few errors to fix. 	<ul style="list-style-type: none"> I use conventions effectively, so my writing is spectacular. I add style to my paper using a variety of conventions. I am ready to publish my writing.
 Presentation	<ul style="list-style-type: none"> I can't read my own handwriting. The font, size, and spacing make my paper impossible to read. If I used visuals, they do not go with the ideas in my writing. 	<ul style="list-style-type: none"> It is difficult to read my handwriting. The font, size, and spacing make my paper difficult to read. My visuals do not support my ideas. 	<ul style="list-style-type: none"> My letters slant in different ways. The font, size, and spacing may make my paper difficult to read. Some of my visuals do not support my ideas. 	<ul style="list-style-type: none"> My handwriting has clearly formed letters and the spacing is just right. The font, size, and spacing I chose is OK. My visuals help the reader understand my ideas. 	<ul style="list-style-type: none"> Most of my letters are formed correctly, with the same slant and spacing. The font, size, and spacing make my paper easy to read. Visuals are used throughout my writing and strengthen my ideas. 	<ul style="list-style-type: none"> All of my letters are formed correctly, with the same slant and spacing. The font, size, and spacing is eye-catching. Visuals are used throughout my writing and clearly strengthen my ideas.

Student Friendly Writing Rubric

(From a School Using the 6 Traits of Writing)

IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
<p>5 – Focused, clear, specific. It keeps the reader’s attention.</p> <ul style="list-style-type: none"> a) I know a lot about this topic and added interesting tidbits. b) I showed what was happening instead of telling. c) My topic was small enough to handle. d) I can easily answer the question, “What is the point of this paper/story?” 	<p>5 – Extremely clear, visual, and accurate. I picked the right words for the right places.</p> <ul style="list-style-type: none"> a) My words are colorful, snappy, vital, brisk and fresh. You won’t find overdone, vague or flowery language. b) All the words in my paper fit. Each one seems just right. c) Look at all my energetic verbs! d) Some of the words and phrases are so vivid the reader won’t soon forget them. 	<p>5 – Mostly correct. There are very few errors in my paper.</p> <ul style="list-style-type: none"> a) My spelling is accurate. b) I have used capitals correctly. c) Every paragraph is indented to show where a new idea begins. d) Periods, commas, exclamation marks, and quotation marks are in the right places. e) My grammar/usage is consistent and shows control.
<p>3 – Some really good parts, some not there yet!</p> <ul style="list-style-type: none"> a) Some things are new, other things everyone else already knows. b) Details are general (nice, fun, some, good.) c) I’m still thinking aloud on paper. I’m looking for a good idea. d) Maybe I’ll write about this or maybe I’ll write about that. 	<p>3 – Correct but not striking. The words get the message across, but don’t capture the reader’s attention.</p> <ul style="list-style-type: none"> a) I used everyday words pretty well but I did not stretch for a new and better way to say things. b) Most of the time the reader will figure out what I mean even if a few words are messed up. c) My words aren’t real specific. Better, juicy details. d) I used tired out cliches or phrases. 	<p>3 – About halfway there. A number of bothersome mistakes need cleaning up.</p> <ul style="list-style-type: none"> a) Spelling is correct on simple words. It may not be right on harder words. b) Most sentences and proper nouns begin with capitals, but a few have been over looked. c) At least one paragraph is present. Others might not all begin in the right spots. d) Problems in punctuation make the reader stumble and pause now and then. e) Several grammar problems are evident.
<p>1 – Just beginning to figure out what I want to say.</p> <ul style="list-style-type: none"> a) I haven’t shared much information. I don’t seem to know much about this topic. b) My details are so vague it’s hard to picture anything. c) I’m still thinking aloud on paper. I’m looking for a good idea. d) Maybe I’ll write about this or maybe I’ll write about that. 	<p>1 – Confusing. The reader is often asking “What did they mean by this?”</p> <ul style="list-style-type: none"> a) A lot of words and phrases are vague. (We were friends and stuff.) b) My words don’t make pictures yet. (It was awesome.) c) Some of my words are misused. d) Over and over I used the same words over and over, until my paper was over. 	<p>1 – Editing not under control yet. It would take a first reading to decode and a second reading to get the message.</p> <ul style="list-style-type: none"> a) Spelling errors are common, even simple words. b) Capital letters are scattered all over or not at all. c) I haven’t got the hang of paragraphs yet. d) Punctuation is very limited and makes reading this paper difficult. e) Frequent grammatical errors, I haven’t spent much time editing this paper.

Student Friendly Writing Rubric

(From a School Using the 6 Traits of Writing)

ORGANIZATION	VOICE	SENTENCE FLUENCY
<p>5 – Clear and compelling. I have chosen an order that works well and makes the reader want to find out what comes next.</p> <p>a) My beginning grabs the reader’s attention and gives clues about what is coming. b) Every detail adds a little more to the main idea or story. c) My details are in the right place. d) I ended at a good spot. I have a strong conclusion or ending.</p>	<p>5 – Really individual and powerful. My paper has personality and sounds different from the way anyone else writes.</p> <p>a) I have put my personal stamp on this. It’s me! b) Readers can tell I’m talking right to them. c) I write with confidence and security. d) My paper is full of feelings and the reader will know how I feel. e) Nobody else sounds like this.</p>	<p>5 – Varied and natural. The sentences in my paper are close and delightful to read out loud.</p> <p>a) Some are long and stretchy. Some are short and snappy. b) It’s easy to read my paper out loud. I love the sound of it! c) Sentence beginnings vary. d) Good sentence sense. My sentence flows. e) All excess baggage has been cut out.</p>
<p>3 – Some really smooth parts, others need work. The order makes sense most of the time.</p> <p>a) I have a beginning but it doesn’t really grab you or give clues about what is coming. b) Sometimes it is not clear how some of the details connect to the story or main idea. c) Some of the details should come earlier or later. I may have lingered too long in some areas and sped through others. d) I have a conclusion, but it is ho-hum.</p>	<p>3 – Individuality fades in and out. What I truly think and feel only shows up sometimes.</p> <p>a) Although the reader will understand what I mean, it won’t make them feel like laughing, crying,, or pounding on the table. b) My writing is right on the edge of being funny, excited, scary, or honest—but it is not there yet. c) My personality pokes through here and there but gets covered u again. d) My writing is pleasant, but cautious. e) I’ve done more telling than showing.</p>	<p>3 – Routine and functional. Some sentences are choppy and awkward, but most are clear.</p> <p>a) Some of my sentences are smooth and natural, but others are halting. b) When I read my paper, most of the sentences have the same patterns. c) Many sentences begin the same way. d) My paper shows some interesting sentences. e) I have used more words than necessary.</p>
<p>1 – Not shaped yet. The order of my paper is jumbled and confused.</p> <p>a) There really isn’t a beginning or introduction to my paper. It just takes off. b) I’m confused about how the details fit with the main idea or story line. c) My ideas seem scrambled, jumbled and disconnected.! d) Conclusion! Oops, I forgot.</p>	<p>1 – Not me yet. I’m not comfortable or don’t know what I truly think or feel yet.</p> <p>a) If you didn’t already know, you might not know who wrote this paper. b) I’m not comfortable sharing. I’ve taken the safest route by hiding my feelings. c) I sound like a robot. d) My paper makes the reader yawn. e) My paper is all telling and no showing.</p>	<p>1 – Paper needs work because there isn’t enough sentence sense yet.</p> <p>a) As I read my paper I have to go back and read over, just to figure out the sentence. b) The sentence patterns are repetitive. c) I’m having a hard time telling where one sentence stops and another begins. d) I have to do quite a bit of oral editing to help the reader get the meaning.</p>

IDEAS & CONTENT



Critical for Trait 1
FOCUS-IN
Key for Narrative and Expository

Avoid broad topics like:

My Vacation, Family, Pet,
Holiday, Friend, or School.

Write about specific events
that happened, the time you
got a scar, something that
scared you as a child, one
experience with a family
member, friend, or pet.

Focus on the moments.

Encourage kids to
write about what they
know focusing on the
special moments.

Sample source:

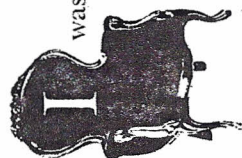
pretend you're normal

Ann Weimer
Baumgardner



staring blankly at the wall in that uncomfortable elevator silence until my "Ding!" signaled the opening of the doors. My mother would exit, thanking me again and again for helping her and promising to return soon. Mom knew just how long a kid could endure isolation and would stop by at regular intervals throughout the morning, requesting to be transported to new heights.

going up?



I was never locked in a closet, but I did spend a lot of time playing in them. My first job was that of elevator attendant. I was four years old and worked the downstairs closet off the main hall of our house. It was one of those with double doors that slide. My mother was a smart woman who knew the lure of a small, well-lit space to a child. Together we pushed all the coats to one end, kicking the boots and stray mittens aside to make room. Mom set up a folding chair in the closet and gathered some picture books to keep me busy during off-peak hours. I fashioned an index card with floor numbers and buttons to tape to the closet wall. With a tug on the light-string, the elevator lit up, and we were ready for business.

As I turned the pages of my book, I kept an ear tuned—listening for my mother to step up, vacuum in hand, singing a single melodious "Ding!" This was my cue to slide open the door. "This vacuum," she'd say, "is awfully heavy. Would you mind taking me up to the second floor?" In my most professional voice I'd reply, "Certainly. Just step inside." I'd press the button on the index card that read "2," and we'd begin our ascent,

ORGANIZATION

Explicitly teach organizational patterns to ELLs.

Cultures differ in how they organize content.

Engage students in interactive activities to teach textbooks and narrative structures.

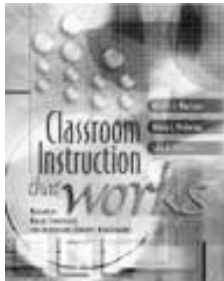
Use graphic organizers and metaphors.



Top Two Instructional Strategies that Affect Student Achievement (%tile gain over the control group)

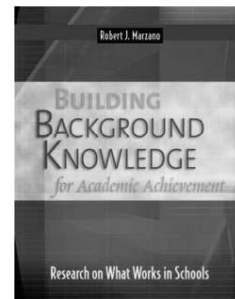
Based on Marzano, R.J., Pickering, D. J., & Pollock, J. E. (2001)
Classroom Instruction That Works: Research-based strategies...

Identify Similarities and Differences (45%)



Summarizing and note taking (34%)

Sustained Silent Reading
Vocabulary Support



See ASCD for Resources

Classmate Comparison

BIG IDEAS:

- **All people share similarities yet are unique from all others.**
- **Graphic organizers help organize information**

CONTENT OBJECTIVE

Compare and **contrast** yourself and a classmate.

Discuss **aspects of comparison**.

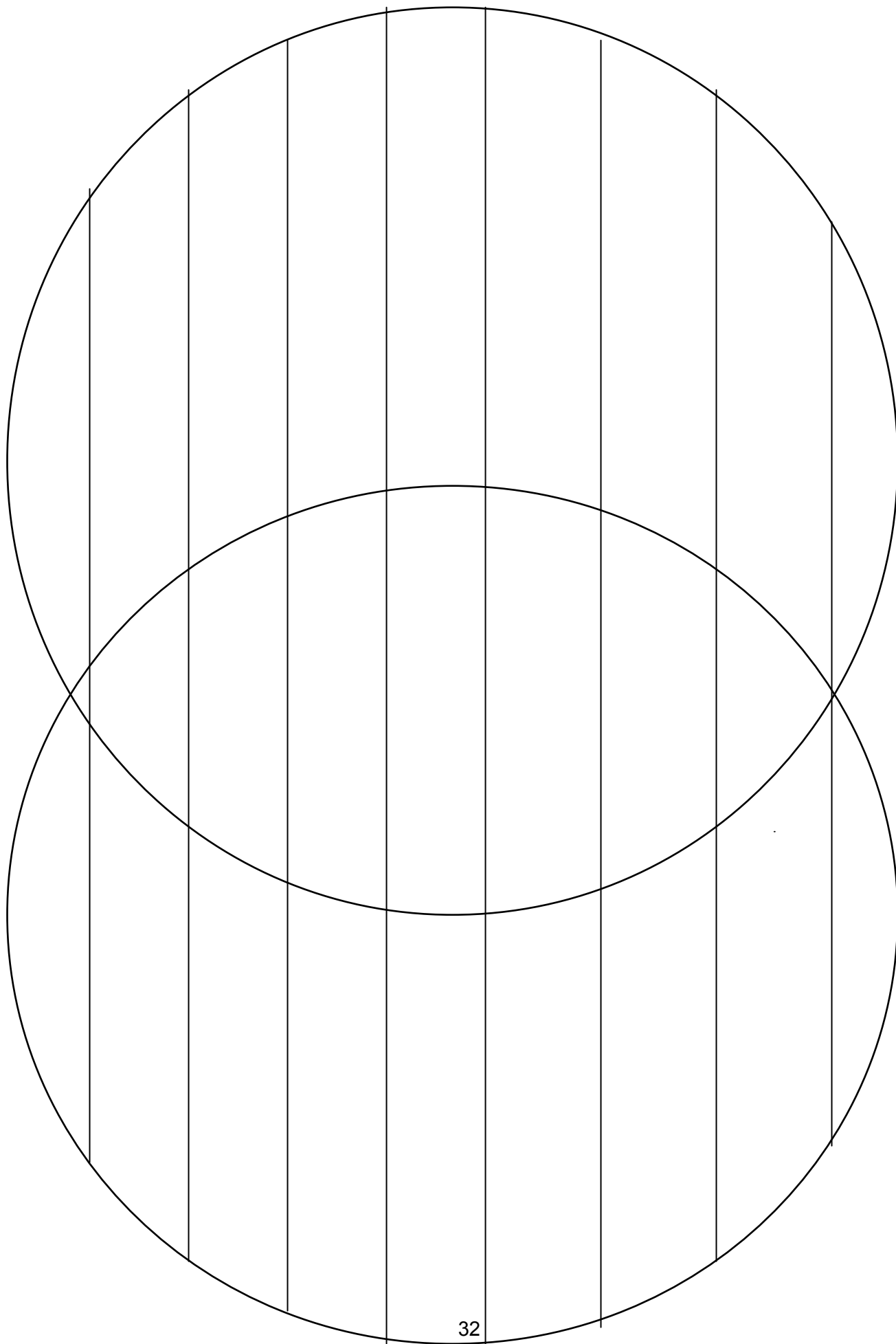
LANGUAGE OBJECTIVES:

1. **Orally interview** each other. (Use sentence prompts if needed.)

Write (or draw) information on a **Venn diagram**.

2. Use sentence prompts to write comparative statements.

CHALLENGE: Use paragraph frames to write paragraphs comparing and contrasting yourself and your classmate.



CLASSMATE COMPARISON

BIG IDEA: People all have similarities but are also unique in many ways.

DIRECTIONS: Use the blank Venn diagram provided and interview a classmate to find out how you are alike and different. You may use the questions provided. Draw or record your answers on the Venn. When finished, use the sample sentence prompts for writing how you and your classmate are alike and different.

CHALLENGE: Make up your own questions and when finished, write a comparative essay using the challenge prompts provided for writing paragraphs.

SAMPLE QUESTIONS FOR CLASSMATE INTERVIEW

1. How old **are** you? I **am** _____ years old.
2. Where do you live? I live **in** _____. (city name)
I live **on** _____ (street name)
I live **at** _____. (address)
3. Where **are** you from? I **am** from _____.
4. How many brothers and sisters **do** you **have**? I **have** _____. OR I **am** an only child.
5. How long **have you lived** in _____ I've **lived** here for _____.
6. What **is** your favorite subject in school? My favorite subject **is** _____.
7. What **is** your favorite TV show? My favorite TV show **is** _____.
8. What **is** your favorite book. My favorite book **is** _____.
9. Who **is** your favorite singer? My favorite singer **is** _____.
10. What **do** you **like to do** in your free time? I **like to** _____.

SIMILARITIES: How are you and your classmate alike?

1. _____ and I are **alike** in many ways.
(Name of classmate)
2. We are **both** _____.
3. _____ and I **both** live _____.
(Name of classmate)
4. We **both** speak _____.
5. We are in the **same** grade in school.
6. _____ and I have the **same** _____.
7. We are almost the **same** age.
8. We have a **common** interest. We **both** like _____.
9. We are **both** studying _____.
10. His (or her) family is _____, **and** so is mine.
11. _____ likes to _____, **and** so do I.
(Name of classmate)
12. I want to be _____, **and** so does _____.
(Name of classmate)
13. Our favorite _____ is _____.

DIFFERENCES: How are you and your classmate different?

1. _____ and I are **different** in several ways.
(*Name of classmate*)
2. _____ likes to play _____, **but** I don't.
(*Name of classmate*)
3. _____ likes _____, **but** I like _____.
(*Name of classmate*)
- 4.
5. I have _____, **but** he (or she) **doesn't**.
6. We enjoy **different** _____.
7. _____ has _____, **but** I have _____.
(*Name of classmate*)
8. His (or her) family is _____, **but** mine is _____.
9. His (or her) hair is _____, **but** mine is _____.
10. He (or she) is taller (or shorter, older, younger) **than** I am.
11. I am taller (shorter, older) **than** _____ is.
(*Name of classmate*)

Write your own sentences or try the challenge.

CHALLENGE: Write two paragraphs.

How are you and your classmate similar and how are you different?

_____ and I interviewed each other to determine how we are **alike and different**.
(Name of partner)

It is evident that we are **alike** in many ways. Probably **the most significant similarity between** us is that we both
_____. Each of us _____.

We _____ **the same** _____.

Like _____, I _____.

Another similarity between us is that we _____.
_____’s favorite _____ is _____, **and** mine is **too**.

We also **share a common** interest in _____.

A surprising **likeness** is that **both** _____ **and** I _____.

In addition to our similarities, we differ from each other.

A significant difference is that _____, **but** I _____.

While _____ likes to _____, I _____.

(His or her) favorite _____ is _____; **however**, mine is _____.

Unlike _____, who _____, I _____.

Another difference between us is that I _____, while _____.

_____ **is important to** _____. In contrast, **I am more interested in** _____.

To me, the most unique difference between us **is** _____.

I _____, **but** _____.

In conclusion, we found that although we differ in many ways, we also have a great deal in common.

BIG IDEA: Insects and Arachnids have many similarities but differ in important ways. BIGGER IDEAS: Animals are classified based on common characteristics. Features and behaviors of animals help them meet their needs. Animals have a life cycle and reproduce to maintain their species. Some animals are both beneficial and harmful to humans.

Aspects of Comparison		Insects	Arthropod	Arachnids
1. animal group (phylum)		grasshoppers, ants, flies, many others		spiders, ticks, scorpions, daddy long legs, a few others
2-6 .characteristics of the phylum		Invertebrates Exoskeleton		
3. body		3 parts (head, thorax, abdomen)	Segmented Bodies	2 parts (head, abodomen)
4. appendages		6 legs	Jointed Appendages (Legs)	8 legs
5. senses,		simple and compound eyes, antennae for smelling, feeling, sometimes hearing	Most have antennae All organ systems present Sense Organs	simple eyes second set of appendages used for touching and smelling, sensory bristles in some, some hearing organs on legs.
6. breathe		breathe through body openings	Respiration	air tubes in some, most with primitive respiratory organs (book lungs)
7. move		Most fly, crawl, some jump	Movement	crawl, some jump
8. eat		eat other insects, some eat wood, others bread, leaves, nectar, wool,	Obtain Food	carnivorous, with the exception of mites, some (spiders) spin webs
9. reproduce		Metamorphosis, most have 4 stages. All lay eggs.	Life Cycle (Grow and Reproduce)	Molt (shed exoskeleton) as they grow. All but scorpions lay eggs.
10. negative effects on humans		Some cause destruction: food, clothing, plants, wood. Some cause disease /or pain.	Harmful to humans	Few are poisonous. Others can cause disease.
11. positive effects on humans.		Some pollinate flowering plants, some provide dyes, some health benefits, some produce silk used in clothes	Helpful to humans	Most eat insects, preventing destruction to food

CHALLENGE: Use the language samples provided to demonstrate sentence variety when comparing and contrasting.

Lucia Morales collaborated with Jeanette Gordon to prepare this sample

LANGUAGE SAMPLES FOR COMPARING AND CONTRASTING

DIRECTIONS: Use some of the sentence prompts to demonstrate sentence variety when comparing and contrasting.
CHALLENGE: After writing each similarity, write the differences for that aspect of comparison rather than writing all of the similarities and then all of the differences.

SIMILARITIES

EXAMPLES:

1. Insects and arachnids are **alike** in many ways.
2. The **most important similarity** is that they are **both** arthropods.
3. **Like all** arthropods, they are invertebrates.
4. Insects, like arachnids, have an exoskeleton, a hard body covering.

CHOOSE FROM THE SENTENCE OPTIONS TO WRITE MORE SIMILARITIES

5. **Both** animals have the **same kind of** _____.
6. A **similarity** between the two animals is _____.
7. A **common characteristic** of arachnids and insects is that they _____.
8. **Both** animals **share** (have) the ability to _____.
9. Eating (use any verb that fits) _____ is **common** for both arachnids and insects.
10. **In addition to** _____, **both** animals _____.
11. **Their** appearance (habitat) is **similar** in many ways.
12. **Similar to** insects, arachnids _____.
13. **Each** animal _____.
14. A **commonality between** these two animals is the way they _____.
15. Insects have _____ **which is similar to** (identical to, like) that of arachnids.
16. Being primarily _____ animals, **each** _____.
17. The practice of eating (any action) _____ is **similar to each (common to both)**.

18. Arachnids and insects are **representative of all members of** the _____.
19. Arachnids' _____, **similar to that of** insects, _____.
20. Insects and arachnids **have the same (belong to the same, are from the same)** _____.
21. **Common** needs are met in **similar** ways.
22. **Sharing a common** _____, both insects and arachnids _____.
23. Arachnids _____, **similarly**, insects _____.
24. Insects are **as** _____ **as** arachnids.
25. **Neither** insects _____ **nor** arachnids.

DIFFERENCES

CHOOSE FROM THE SENTENCE OPTIONS TO EXPRESS THE DIFFERENCES.

1. Insects and arachnids are alike in many ways; however, there are some important **differences**.
2. The most striking **difference between** the two animals is _____. Insects _____, but arachnids _____.
3. _____ is another critical difference. While insects _____, arachnids _____.
4. Insects are **more** _____ **than** arachnids.
5. Most insects can _____ but arachnids can't.
6. Arachnids, **unlike** insects, _____.
7. _____ is another **difference between** the two animals.
8. Insects _____, **conversely**, arachnids _____.
9. Insects _____, **whereas** arachnids _____.
10. **Although** arachnids _____, insects _____.
11. **Unlike** insects, arachnids _____.
12. Insects _____. **On the other hand** arachnids _____.
13. _____, a characteristic of some arachnids, is **not present** among insects.

14. **While** arachnids _____, insects _____.
15. The insects' habit of _____ is **not a characteristic of** arachnids.
16. Insects _____, **in contrast**, arachnids _____.
17. **In contrast to** insects, arachnids _____.
18. **Compared to** arachnids, insects are more _____.
19. It is **not common** for arachnids to _____, **but** insects _____.
20. The _____ of insects is **distinct from** _____ of arachnids.
21. The way insects obtain food **differs from** arachnids _____.
22. _____ is **more** difficult for insects **than** it is for arachnids.

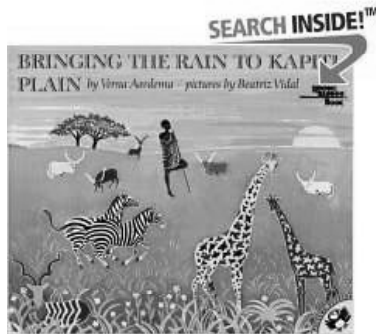
CHALLENGE TASKS AFTER CLASS MODELING:

Write a paragraph comparing and contrasting one type of insect with one type of arachnid.

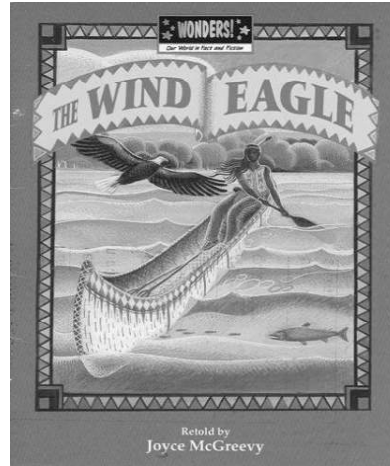
GREATER CHALLENGE

Write an essay comparing and contrasting two similar animals of a specific animal class, family, or biome. Demonstrate correct use of specific comparative vocabulary and incorporate sentence variety into the comparative essay. In the first paragraph introduce the animals to be compared, state the most important similarity and difference and summarize the aspects of comparison. In the following paragraphs, write the similarity and the related difference for each aspect of comparison. Write a summary paragraph restating the most important information.

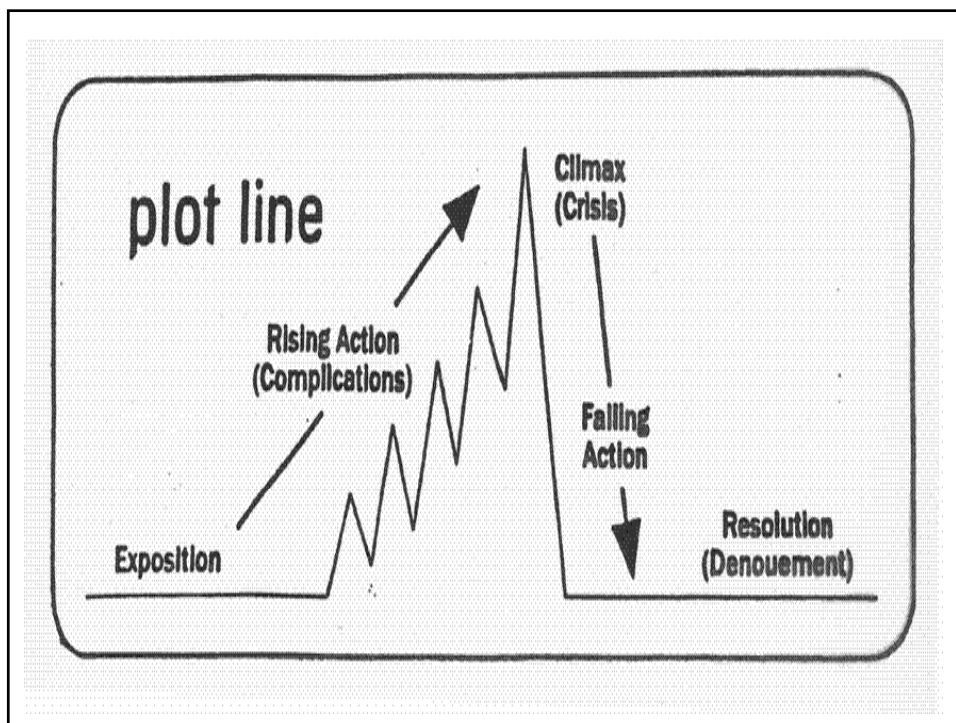
Compare and Contrast Plot



Picture, www.amazon.com



Source: Hampton- Brown publishers



PLOT COMPARISON: *Bringing the Rain to Kapiti Plain* and *The Wind Eagle*.

BIG IDEA: Long ago, people in many cultures told folktales to explain the unknown.

BIGGER IDEA: All cultures have ways of explaining the unknown. (See directions next page.)

Aspects of Comparison			
1. Title, Genre, & Author	<u>Bringing the Rain to Kapiti Plain</u> Poem based on Folktale by Verna Aardema	Picture book	<u>The Wind Eagle</u> , Native American Folktale Retold by Joyce McGreevy
2. Exposition	Kipat, African from the Nandi Tribe, was tending cattle on the Kapiti plains	young male, in the country doing work related to food	Gluscabi, Native American, tribe unknown was fishing on a lake in the mountains
3. Conflict & consequences	There was a drought. If rain didn't come to the plains, the cattle might die.	Conflict: Man against Nature There was a weather-related problem that could affect their food supply.	The wind was so strong that Gluscabi couldn't fish. Fish was an important food source.
4. Rising Action	Eagle flew overhead., feather fell. He used the feather to make an arrow. He also made a bow.	Each man felt he had the power to solve the problem and began immediately to seek a solution.	Gluscabi shouted at the wind, but it wouldn't stop, so he struggled up the windy mountain to stop the wind.
5. Climax	Kipat shot the arrow into the clouds, and the rain fell. He had the strength needed for this task.	Natural event explained through fantasy, supernatural powers were involved in each.	A giant eagle was flapping his wings and causing the wind. Gluscabi tricked the eagle and trapped him in a crevice in the rocks.
6. Falling Action	The drought ended, and the cattle had green grass to eat. Kipat married and had a son.	The problem seemed to be solved.	The water was calm. Gluscabi and the people of his village could fish without any problems.
7. A second conflict	The years passed, but from time to time there is not enough rain, so the same solution is needed.	The solution wasn't permanent. Another problem arose.	After a time, the air becomes stale, fish begin to die, and people get sick. Gluscabi goes up the mountain again, releases the eagle
8. Resolution or Denouement (Ending)	Kipat's son tends the cattle and shoots the arrow into the air to release the rain when it is needed.	Severe weather problems rare.	The wind eagle promised to only flap his wings softly, but once in awhile he forgets.

Comparative Analysis of the Plots and Themes of *The Wind Eagle* and *Bringing The Rain To Kapiti Plain*

By Jeanette Gordon, Illinois Resource Center

The Wind Eagle, retold by Joyce McGreevy, and *Bringing the Rain to Kapiti Plain* by Verna Aardema are both picture books for children. While the books are both narrative works, the most evident difference between the two is that the first is a folktale, and the latter is a poem based on a folktale. The most striking similarity between the two works is that they each incorporate fantasy involving supernatural powers to explain a natural phenomenon related to weather. The narratives also share a common plot, and there are striking similarities between the essential elements in their story lines. The theme of each is basically that humans are one with nature.

The main character in each story is a tall, slender young man. Gluscabi, in *The Wind Eagle*, is a Native American; although the tribe is not specified. Ki-pat, the main character in *Bringing the Rain to Kapiti Plain*, is African, possibly from the Nandi tribe in Kenya since the poem is based on a folktale told there. As the stories begin, each character is involved in a similar task. They are both doing work related to providing food for the family and are outside in a rural setting. Gluscabi is salmon fishing on a lake at the foot of a mountain, and Ki-pat is tending cattle on an African plain near his village. Although their food source is different, Gluscabi and Ki-pat share a common problem—their ability to obtain food is threatened by the weather. A drought in Africa means there is neither water nor green grass for Ki-pat's herd, and a strong wind is preventing Gluscabi from fishing. Hence, the basic conflict in each story is man against nature, and each character must seek a way to solve his problem.

Supernatural powers are an essential component of each story; however, the source of the power differs markedly between the two tales. In *The Wind Eagle*, a giant eagle lives at the top of the mountain, flaps its powerful wings and causes destructive winds over the land. In the poem, no explanation is given for the cause of the drought, but it is Ki-pat who uses supernatural strength to solve it. Both young men share the perception that they are responsible for solving their own problems, and they commit themselves to the task. Gluscabi fights against the fierce wind to climb the mountain and confront the wind eagle. When the eagle refuses to stop, Gluscabi uses his intelligence to trick the huge bird and his strength to push it into a crevice where it is unable to flap its wings.

Ki-pat's challenge is to get the rain cloud above him to release its rain. In this narrative poem, an eagle also plays an important role. Unlike the wind eagle in the Native American folktale, the eagle in the poem helps solve the problem rather than causing it. When the eagle flies by and happens to drop a feather, Ki-pat uses it to build an arrow. Like Gluscabi, Ki-pat displays intelligence as he constructs the arrow. He is even stronger than Gluscabi when he employs supernatural strength and shoots the arrow into the storm cloud. As the weapon pierces the cloud, the rain begins to fall through the holes. Just as the wind eagle had unnatural

characteristics in the folktale, **the rain cloud displayed** properties never encountered in reality.

It is evident in both stories that the actions of the main characters affect the lives of others. The rain brings green grass to the Kapiti plain, **and** as the animals flourish, Ki-pat marries and has a son. **However**, Gluscabi's apparent success with the wind eagle is short-lived. Without any wind, the air becomes stale. The fish begin to die, and the people of Gluscabi's village begin to get sick. Consequently, Gluscabi must climb the mountain again and seek another solution. After getting a promise from the wind eagle that the bird will only send gentle winds, Gluscabi releases it.

The most critical difference between the two stories is that in *Bringing the Rain to Kipiti Plain*, Ki-pat's solution for resolving the problem worked and could be used again under similar circumstances. Gluscabi, **on the other hand**, had to seek another solution to solve his problem. **An important similarity between these two works is** the recognition in each that problems in nature are repetitive. In the end of *The Wind Eagle*, the storyteller reminds the reader that once in awhile the wind eagle forgets its promise and sends violent winds across the earth. **Similarly**, droughts reoccur. As *Bringing the Rain to Kapiti Plain* closes, little Ki-pat, the son of Ki-pat, is tending the cattle. In later years it is he who shoots the arrow to bring down the rain whenever black clouds roll in over plains.

In these two literary works, both the poet, Verna Ardema; **and** the storyteller, Joyce McGreevy convey a oneness with nature— respect for the power of natural events to affect peoples' lives and respect for human abilities to cope with the challenges the environment may bring. Not only is the ancient tradition of creating stories to explain the unknown reflected in **each book**, they **each convey** the same universal theme. All living things are influenced by the repetitive cycles of nature, are part of the interdependent process, and will always attempt to resolve conflicts within the environments in which they live.

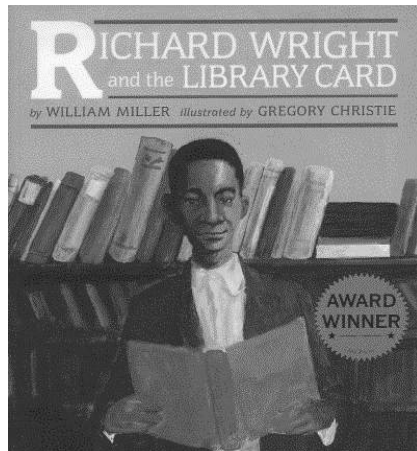
Teach writing with reading,
but choose
developmentally
appropriate text.

Often historical fiction or
multicultural children's
literature offers age-
appropriate narratives for
older learners.

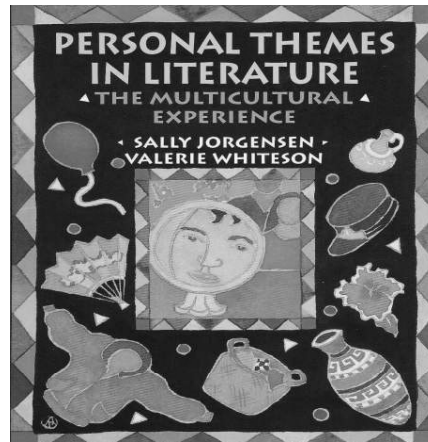
Search topic and lower age
range in www.amazon.com.
Students can write a
synopsis for Amazon.



DIFFERENTIATION IDEA: Compare developmentally appropriate
narratives related to a common theme.



Children's story about an episode in
Richard Wright's autobiography,
Black Boy



An excerpt from Maya Angelo's *I Know
Why the Caged Bird Sings*

MODIFIED VENN TO COMPARE AND CONTRAST TWO NARRATIVES:

DIRECTIONS: Roundrobin read the Venn. Take turns reading the Aspects of Comparison first, the Similarities and then the related differences for each story.

CHALLENGE: Use comparative sentence prompts to restate the similarities and the differences with sentence variety.

Numbered-heads-together answer the following questions.


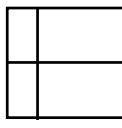


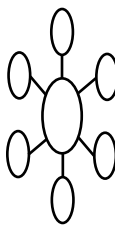
1. What does your team feel is the most important similarities between the two stories?
2. Why do you think Richard Wright needed to feign ignorance to get the library card, while Maya Angelo sought to display her intelligence and proficiencies to get the job?
3. To what extent do you think understanding the “culture of power” enables those with less power in a society to meet their goals?
4. What is the most important “understanding” you gained from these two literary works?
5. How does this understanding connect to your lives? How can you use this in the future?

Aspects of Comparison	Similarities in the Readings	<i>Richard Wright and the Library Card</i>	<i>I Know Why the Caged Bird Sings</i>
Genre and Author	Autobiographical narratives	Children's Picture Book by William Miller Illustrated by Gregory Christie Fictional retelling based on event in Richard Wright's autobiography, <i>Black Boy</i>	Excerpt:, from the autobiographical novel by Maya Angelo Personal Themes in Literature: The Multicultural Experience, Sally Jorgensen and Valerie Whiteson

Continued next page:

Aspects of Comparison	Similarities in the Readings	Richard Wright and the Library Card	I Know Why the Caged Bird Sings
Main Character	African-American teenager	Richard Wright, a young boy, 17 during most of story	Maya Angelo as a 15 year-old girl
Setting	Segregated America. City Work setting	1920s (after WWI) Optometrist's office and library Memphis, Tennessee	One semester during WWII Offices of San Francisco Railway Co. & Trolley Streetcars
Conflict	Wanted rights not permitted to African-Americans at the time	Worked as a janitor and helper in optometrist's office. Mother had taught him to read. He desired access to books, but African American's were not allowed to use the library.	Wanted a job as a conductor on the San Francisco streetcars, but no African-Americans worked in those jobs. She could have gotten better paying work, but wanted that job.
Initial Attempt to Solve Problem	Set a goal Obtained support from someone else	Borrowed a library card from a man who was a "loner" at his work (can infer the man was Jewish.	Dressed up and went to apply Encouraged by her mother
Obstacles	People in society adhered to established discriminatory policy	Librarian asked whether he was checking out books for himself. She wanted to make sure he wasn't.	Receptionist made up many excuses about why she couldn't interview. Black organizations refused to get involved.
Additional attempts to solve problem	Persisted despite problems. Understood the discriminatory system and acted in ways that were effective at that time.	Avoided eye contact with the librarian. Feigned ignorance. Pretended he couldn't read. Was very cautious initially about letting others see him read. Saved his money to move north for more freedom.	Dressed up and spoke politely. She went to the offices everyday for 3 weeks to "wait" for an opportunity to apply. She embellished her application to make herself more acceptable to those hiring.
Resolution	Both attained their goals and set higher ones. Both became a highly acclaimed writer.	He read powerful literature that helped him understand struggles of all people. Inspired him to be a writer.	Got job and did it for a semester. She returned to school. She became a famous writer.

Figure 3J): Examples of Use of Graphic Organizers across the ELP Standards

ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 Venn Diagrams - Comparing and Contrasting Two Entities	<ul style="list-style-type: none"> Two friends or family members Two traditions 	<ul style="list-style-type: none"> Two characters Two settings Two genres 	<ul style="list-style-type: none"> Two operations Two geometric figures Two forms of proportion 	<ul style="list-style-type: none"> Two body systems or organs Two animals or plants 	<ul style="list-style-type: none"> Two conflicts Two forms of government Two forms of transportation
 T-Charts - Sorting or Categorizing Objects or Concepts	<ul style="list-style-type: none"> Colors Classroom objects 	<ul style="list-style-type: none"> Facts/Opinions Points of view Pros/Cons 	<ul style="list-style-type: none"> Area/Perimeter Fractions/Decimals Addition/Subtraction 	<ul style="list-style-type: none"> Forms of matter Forms of energy Senses Vertebrates/Invertebrates 	<ul style="list-style-type: none"> Types of transportation Types of habitats
 Cycles - Producing a Series of Connected Events or a Process	<ul style="list-style-type: none"> Conflict/Resolution School or classroom routines 	<ul style="list-style-type: none"> Plot lines 	<ul style="list-style-type: none"> Steps in problem-solving 	<ul style="list-style-type: none"> Scientific inquiry Life cycles Water cycle 	<ul style="list-style-type: none"> Elections in a democracy Passage of a law
 Cause and Effect - Illustrating a Relationship	<ul style="list-style-type: none"> Classroom or school rules Health and safety at home or in school 	<ul style="list-style-type: none"> Responses of characters to events 	<ul style="list-style-type: none"> Variables in algebraic equations Geometric theorems 	<ul style="list-style-type: none"> Chemical reactions Adaptation Weather events 	<ul style="list-style-type: none"> Political movements Economic trends
 Semantic Webs - Connecting Categories to Themes or Topics	<ul style="list-style-type: none"> Personal interests Idiomatic expressions Multiple meanings of words and phrases 	<ul style="list-style-type: none"> Root words and affixes Main idea/Details 	<ul style="list-style-type: none"> Types and features of polygons Types and characteristics of angles 	<ul style="list-style-type: none"> Foods and their nutritional ingredients Types and characteristics of rocks 	<ul style="list-style-type: none"> Types of human and civil rights Impact of economic policies

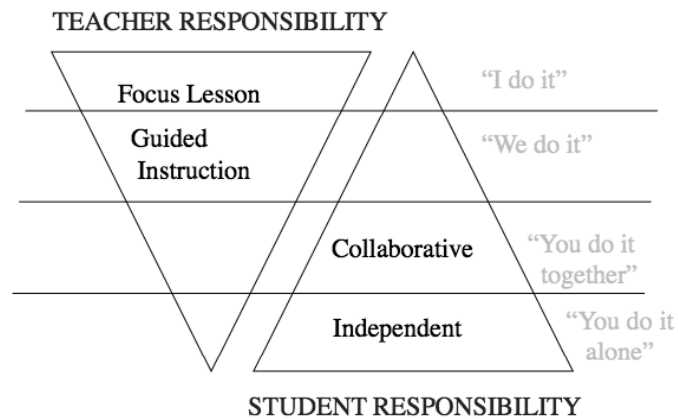
Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.



Use Reading and Writing Workshop and Gradual Release of Responsibility to teach literacy skills.



Gradual Release of Responsibility



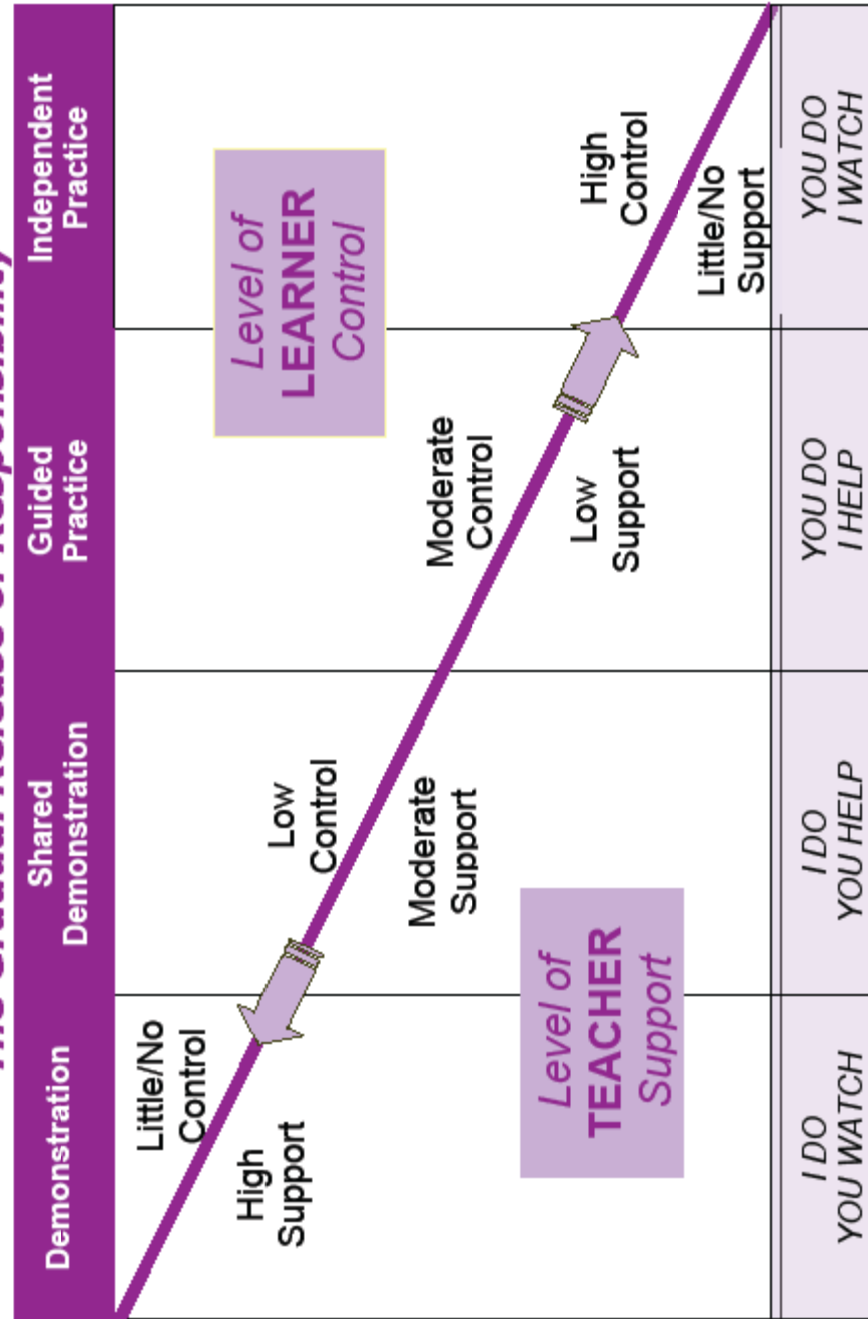
A Structure for Instruction that Works

(c) Fisher & Frey, 2006

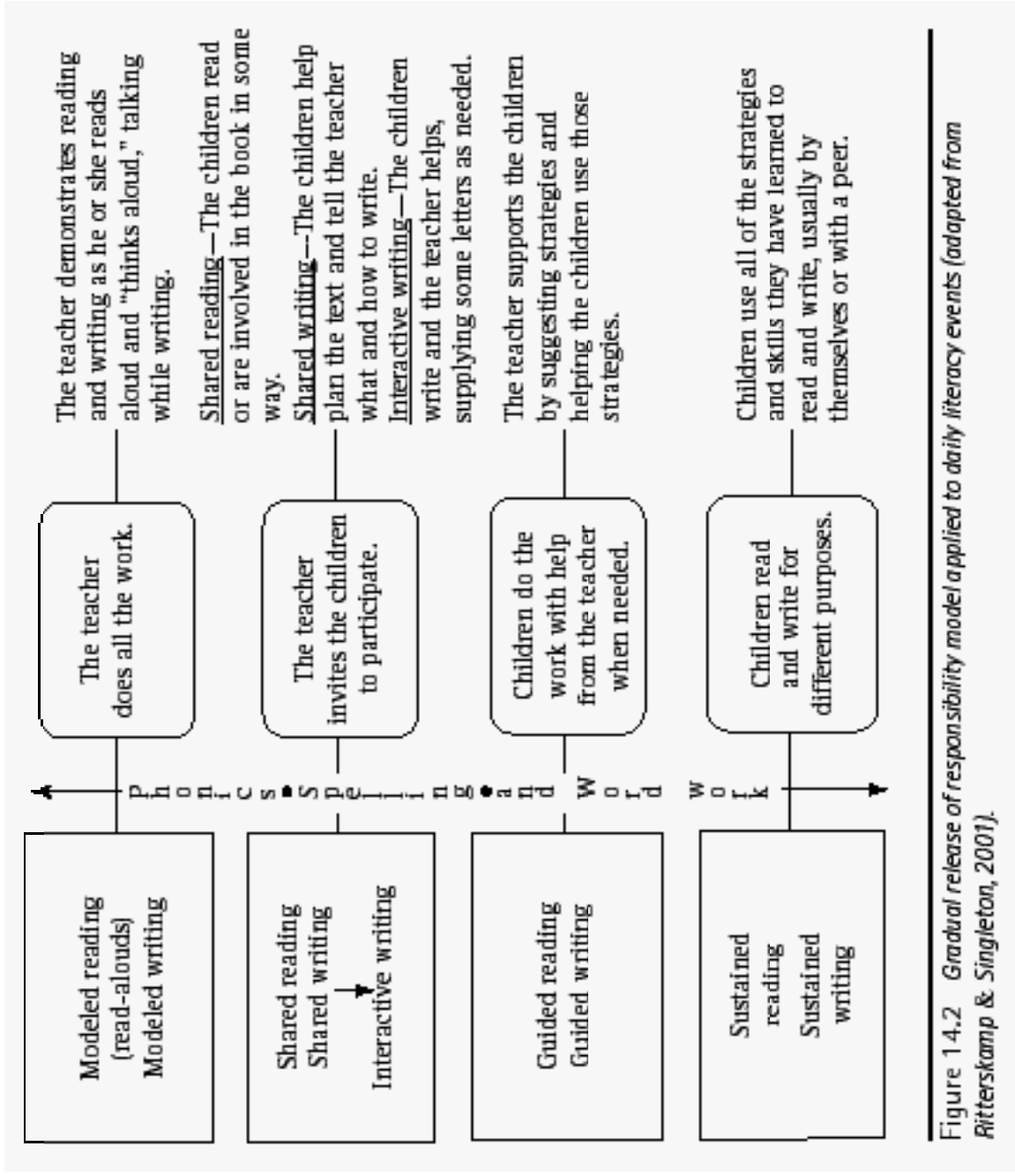
<http://chalkdust101.files.wordpress.com/2009/03/grr.png?w=586&h=468>

The Optimal Learning Model

The Gradual Release of Responsibility



Gradual Release of Responsibility



<http://home.earthlink.net/~jhholly/images/GRfigure2.gif>

READING COMPREHENSION
GRADUAL RELEASE OF RESPONSIBILITY

